

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The study begins with the fact that there is lack of English materials in MTsN Model Kebumen 1. The study is to develop learning kits and the manual book as the media for teaching speaking in grade eight students of MTsN Model Kebumen 1.

#### **A. CONCLUSION**

Based on the research question in this study, it is found that the developed learning kits are appropriate for the students of grade VIII of MTsN Model Kebumen 1. The respondents show high agreement to the developed learning kits and activities shown by the score of mean ranging from 3.1 to 3.5.

Besides, this study is also to develop the manual book of using the learning kits. The manual book covers four unit. They are *Animal Life Cycle*, *Parts of Plant*, *Friendship*, and *Transportation*. Each unit consists of lead in, input, content focus, language focus, and activities. The lead in has a function as a warming up to lead the student's schemata in the lesson. It consists of question and activities that are aimed to relate the student's schemata to the lesson. Content focus has the function to make the students to concentrate on the content. It includes activities in the form of matching the pictures with the description or arranging pictures. Language focus provides the students to have enough knowledge of the language

before the students do communicative activities. Communicative activity provides the students to practice the language.

In addition, based on the objectives of the research, the researcher draws three conclusions. Those are the steps conducted in developing learning kits materials, the developed learning kits materials, and the characteristics of the learning kits materials for the grade VIII students of MTsN Model Kebumen 1.

#### **1. The steps conducted in developing the learning kits materials**

This study is belong to the Research and Development which consists of several steps, including conducting the needs analysis, writing the course grid, developing the learning kits materials, trying out the learning kits materials, evaluating the learning kits materials, and writing the final draft of the learning kits materials. The researcher used some kinds of instruments, such as questionnaire, interview, fieldnote, and video recording. The first steps of the instrument was questionnaire. The researcher gave the questionnaire twice. The respondents are VIII A students of MTsN Model Kebumen 1. The second instrument was fieldnote. The researcher did observation during try-out. Meanwhile, one of the researcher's friend recorded the try-out. The last instrument was interview. The respondents are students and teacher. It aimed to find their comments about the developed materials and activities during try-out.

## **2. The developed learning kits materials**

The learning kits materials were developed based on the needs analysis. There are four units for the topics developed. Those are *Animal Life Cycle*, *Part of Plant*, *Friendship*, and *Transportation*. The tasks of each unit consist of the components of a good tasks proposed by Nunan namely goal, input, activity, setting, teacher roles, and students roles. In addition, on the basis of findings of the second questionnaire and interview, the research finding shows that the students and the English teacher agreed that the developed learning kits materials are effective for the teaching speaking to the students.

## **3. The characteristics of the learning kits materials**

The explanations of each component of materials are presented as follows:

- a. Related to the goal, the developed materials aimed to find out the effectiveness of learning kits for the teaching speaking. The developed materials also consist of tasks in the form of activities which provide students' opportunities to communicate in English.
- b. The inputs in the materials provide activities and opportunities to use students' existing schemata. The use of pictures, dialogues, flashcards, and games is interesting. They can help the students to perform the tasks. Meanwhile, the learning kits also motivate them to produce the language by stimulating questions.

- c. The materials consist of task in the form of activities, such as matching pictures and the description, arranging pictures, games swap shop, including information gap, games snack and ladder, practising dialogue, acting out a simple dialogue, and so forth. The learning kits helps the teacher and students to do communicative activities. Meanwhile, the learning kiits also helps the students to present each meaning of particular card. The clear instructions in the activities are really helpful for teacher and students in doing the tasks.
- d. Students are given the tasks individually, in pairs, in groups, and in a whole class mode. In individual setting, the students can perform the tasks by themselves. In pairs setting, the students can perform the tasks by their partner. In group setting, the sudents have more opportunities to participate and perform the tasks with more partners. The last, the whole class mode, the students can increase their responsibility to make desicion. Furthermore, a whole class mode can make the students learn how to manage and organize their friends' opinion. The learning kits stimulate the students to ask and respond to questions. It helps them to perform the task in different roles.
- e. The teacher plays a role as a monitor who monitors the students during the trying-out the materials. The teacher is a feedback provider as well as a facilitator for the students. Besides, teacher also measure the effectiveness of developed materials.

- f. The materials give more opportunities for students to be active in the classroom during the trying out the materials. The students are also motivated to do all the tasks.

## **B. SUGGESTION**

The researcher offers suggestions to the following parties.

1. For the English teacher

The result of the study shows that the developed learning kits are useful for students. Therefore, the developed learning kits and activities in this study can be used as supporting materials by the teacher. The teacher can develop similar kinds of materials by analyzing students' needs, interests, and characteristics. The teacher should make the developed materials suitable with students' needs, interests, characteristics, and the current curriculum applied in the school.

2. For other researchers

There are various kinds of materials which consist of various kinds of tasks. Learning kits can be added into the materials as the media for teaching speaking or other skills. Other language practices such as practising dialogues, arranging pictures, doing snake and ladder can also be added into the materials. The other researchers can develop similar material with different tasks. Still, they have to consider students' needs, interests, and characteristics.

3. For the material developers

The developed learning kits in this study are appropriate with the students' needs and characteristics. Material developers may use the results of this study as one of the references in developing instructional materials.

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